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A STUDY OF STUDENTS WHO DISCONTINUED ATTENDANCE IN THE E.S.E.A. III ADULT BASIC EDUCATION PROGRAM.

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A STUDY WAS MADE OF STUDENTS WHO DISCONTINUED ATTENDANCE IN THE ADULT BASIC EDUCATION COURSES PROVIDED BY PUBLIC SCHOOLS IN THE BRONX, MANHATTAN, BROOKLYN, AND QUEENS. DATA WERE GATHERED BY INTERVIEW OR SCHOOL FILES ON 306 PERSONS--167 NON-ENGLISH SPEAKING, PRIMARILY PUERTO RICANS, AND 139 NATIVE BORN, LARGELY NEGRO. MOST OF THE DROPOUTS WERE 30-39 YEARS OF AGE, WERE MARRIED, WERE AT THE LOWEST INSTRUCTIONAL LEVELS, AND HAD DISCONTINUED AFTER ATTENDING LESS THAN 50 HOURS OF CLASS. RECRUITMENT HAD BEEN DONE LARGELY BY WORD OF MOUTH. THE TWO MAJOR REASONS FOR LEAVING WERE CHANGE OF RESIDENCE AND INTERFERENCE WITH WORK ACTIVITIES. MOST STUDENTS HOPED TO RETURN TO CLASS. AMONG RECOMMENDATIONS MADE FOR THE PROGRAM WERE--PROVISION OF A POSITIVE SCHOOL EXPERIENCE FROM THE FIRST CLASS, MEETING THE NEEDS OF BEGINNING STUDENTS, FURTHER STUDY OF EFFECTIVE RECRUITMENT, SPECIAL PROVISIONS FOR MOVING STUDENTS, AND IMMEDIATE FOLLOWUP OF ABSENT STUDENTS. (PT)

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BOARD OF EDUCATION - CITY OF NEW YORK
Bureau of Community Education
Fundamental Adult Education

"The Adult Education Act of 1966" (Title III PL 89-750)
46-01 21st Street
Long Island City, New York 11101

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A STUDY OF STUDENTS WHO DISCONTINUED ATTENDANCE
in the
E.S.E.A. III ADULT BASIC EDUCATION PROGRAM
June 14, 1967

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A STUDY OF STUDENTS WHO DISCONTINUED ATTENDANCE in the E.S.E.A. III ADULT BASIC EDUCATION PROGRAM

In 1964 the Federal Government as part of its anti-poverty program, passed the Economic Opportunity Act, which under Title II B, established a basic education program for adults who did not have an eighth grade competency in reading. With the passage of this act, the legislators acknowledge the fact that a literacy problem of major proportions exiss for many adults in the United States, who in the main are in the ranks of the poverty population of the country. President Johnson stated to Congress (Feb. 1967) "At least 3,000,000 adults in America cannot read or write. Another 13,000,000 have less than an eighth grade education".

New York City is not immune to the problems of the undereducated adults which plague our entire country. The 1960 census shows that 1,113,980 adults had less than eighth grade education. More than 50% of all the illiterates in New York State, reside in New York City. With the large population of native-born illiterates in New York City, composed mainly of Negro residents of the poverty areas, swelled daily by an ever-increasing number of illiterates arriving from other lands, the harsh reality of the undereducated adult handicapped in his role as wage-earner, family member and community member, has been recognized as a multi-dimensional problem of serious consequences to the individual, the community and the nation.

Since the inception of this federally-funded adult basic education program (currently entitled III) many facts regarding the academic psychological and sociological needs of the students have come to light.

A constant effort is being made to meet these needs as they are found to lie within the scope of the program. When it became evident that a certain number of students were leaving the program before the completion of the 200 hour of instructional time allotted to each class, it was decided to conduct a study to investigate the reasons for non-completion.

The following areas were considered:

1. A classification was made of personal data obtainted from the students i.e. sex, age, ethnic background etc.
2. The reasons for non-completion of the program were listed and classified into two categories:
   A. Reasons for non-completion which are attributable to the program. This category includes reasons concerned with student - teacher relationships, as well as presentation and scope of the curriculum as they pertain to the students' needs as preceived by the students.
   B. Reasons for non-completion which are of a personal nature beyond the control of the program i.e. health problems, domestic troubles, changes in residence etc.
3. Recommendations for the future based upon a consideration of the implications of the various reasons for non-completion of the program were proposed re:
   A. The correlation between personal background factors and non-completion of the program.
   B. Future planning in the areas of pertinent curriculum, positive Teacher relationships, auxiliary services which could be utilized in an effective basic education program for adults.

Procedures

The Sample:

In an endeavor to investigate the problem of discontinued attendance as stated in those socio-economically communities which are the focus of this program,

students from the following schools who did not complete the prescribed 200 hours of instruction were researched:

Bronx: P.S. 23, P.S.62, P.S.48, P.S.27, P.S.61, St. John's Chrysostom, St. Athanasisus.

Manhattan: P.S.113, P.S.57, P.S.170, P.S.163, JHS43, P.S.84, P.S.88.

Brooklyn: P.S. 258, JHS 271K, Ralph Center, Our Lady of Loretto, Our Lady of Good Counsel.

Queens: JHS 8

A total of 306 students who discontinued their attendance in the program from June 1966 to January 1967 were studied. Their names were submitted by the teacher-in-charge in each school, when asked for lists of students who did not complete the program in recent months.

Method of Investigation:

The procedures used in this investigation were as follows:

1. In-person interviews of the sample.
2. Follow-up if no contact made.
3. Classification of data obtained from school files.

The primary method of investigation was an in-person interview of each student in the sample. A questionnaire (see attached copy) was the basis of the interview.

Students who werenot found to be at home on the first visit, were visited a second time. If after the second visit, contact was still not made, it was followed by a phone call and /or a letter. The results are as follows:

138 students were interviewed in person

30 students wer interviewed on the telephone

26 students not reached in person or by phone, responded to the questionnaire by mail

112 students' responses were obtained from pupil personal files kept in each school. These responses included all questions except the following: Method of recruitment, reasons for leaving program and decision regarding return to program.

Total 306

The sample studied, basically broke down into two groups:

1. Of the total sample, 167 students (54.6%) were Non-English speaking. This group was primarily composed of Spanish-speaking persons from Puerto-Rico. These students shall be referred to as Non-English Students.
2. Of the total sample, 139 students (45.4%) were Native-born. This group was primarily composed of Negro residents of the city. These students shall be referred to as Native-born students.

Treatment of the Data

The statistics obtained from the questionnaire were tabulated according to the following:

1. Tables showing the responses of the total number of students answering the questionnaire to each question.
2. Tables showing the responses of each sub-group of students (Non-English students and Native-born students described above) to each question as compared to the total sample.
3. Tables showing the responses of Non-English students and Native-born students as compared to each sub-group.

An analysis of the data was undertaken in terms of the statement of the problem as stated above.

TABLE 1

NUMERICAL & PERCENTAGE BREAKDOWN OF METHODS OF CONTACTING THE STUDENTS AND THE RESULTS FOR THE TOTAL SAMPLE

Method of Contact	Number of Students Contacted	Percentage of Students Contacted
Personal visit	138	45.1
Phone	30	9.8
Letters	26	8.5
Total	194	63.4

TABLE 2

NUMERICAL & PERCENTAGE BREAKDOWN OF METHODS OF CONTACTING THE SUTDENTS AND THE RESULTS FOR THE SAMPLE WHICH WAS CONTACTED

Method of Contact	Number of Students Contacted	Percentage of Students Contacted
Personal visit	138	71.1
Phone	30	15.5
Letters	26	13.4
Total	194	100.0

TABLE 3

NUMERICAL & PERCENTAGE BREAKDOWN OF REASONS WHICH PREVENTED STUDENT CONTACT FOR TOTAL SAMPLE

Reasons	Number of Students	Perchange of Students
Moved	87	28.4
Incorrect Address	11	3.6
No entrance permitted	7	2.3
No response to two visits and two letters	7	2.3
Total	112	36.6

TABLE 4

NUMERICAL & PERCENTAGE BREAKDOWN OF REASONS WHICH PREVENTED STUDENT CONTACT FOR THE SAMPLE WHICH WAS NOT CONTACTED

Reasons	Number of Students	Percentage of Students
Moved	87	77.7
Incorrect Address	11	6.3
No entrance permitted	7	9.3
No response to two visits and two letters	7	6.3
Total	112	100.1

The tables showing the Numerical and Percentage Breakdowns for methods of contacting the students in the sample, indicate that 63.4% of the sample was contacted by personal visit, phone and/or letters. Of the remaining 36.6%, the main reason for not being able to contact students was that they had moved. (77.7%)

TABLE 5

NUMERICAL AND PERCENTAGE BREAKDOWN

BY AGE OF TOTAL SAMPLE

	Total Sample		Non-English Students		Native Born Students	
Age	Number	Percentage	Number	Percentage	Number	Percentage
18-29	84	27.5	62	20.3	22	7.2
30-39	134	43.8	74	24.2	60	19.6
40-49	51	16.7	16	5.2	35	11.4
50-59	26	8.5	8	2.6	18	5.9
60+	3	1.0	2	0.7	1	0.3
No Response	8	2.6	5	1.6	3	1.0
Total	306	100.1	167	54.6	139	45.4

TABLE 6

NUMERICAL AND PERCENTAGE BREAKDOWN

OF NON-ENGLISH STUDENTS AND NATIVE BORN STUDENTS

AS COMPARED TO EACH SUB-GROUP

	Non-English Students		Native Born Students	
Age	Number	Percentage	Number	Percentage
18-29	62	37.1	22	15.8
30-39	74	44.3	60	43.2
40-49	16	9.6	35	25.2
50-59	8	4.8	18	12.9
60+	2	1.2	1	0.7
No Response	5	3.0	3	2.2
Total	167	100.0	139	100.0

A glance at table five and table six indicated that the largest number of students in the sample (43.8%) fell into the 30-39 year age group. The next largest number(27.5%) fell into the 18-29 year age group, giving a total of 71.3% of the students falling between the ages of 18-39.

Within the sub-groups, a considerably larger number of Non-English students fell into the 18-29 age group than did Native Born students, while the figures for both groups in the 30-39 year age groups were approximately the same.

It is of interest to note that a considerably larger number of Native-Born students fell into the age groups 40-59 (38.1%) than did Non-English students (14.4%)

TABLE 7

NUMERICAL AND PERCENTAGE BREAKDOWN

BY SEX OF TOTAL SAMPLE

	Total Sample		Non-English Students		Native Born Students	
Sex	Number	Percentage	Number	Percentage	Number	Percentage
Famle	174	56.9	79	25.8	95	31.0
Male	132	43.2	88	28.8	44	14.4
Total	306	100.1	167	54.6	139	45.4

TABLE 8

NUMERICAL AND PERCENTAGE BREAKDOWN

OF NON-ENGLISH AND NATIVE BORN STUDENTS

AS COMPARED TO EACH SUB-GROUP

	Non-English Students		Native Born Students	
Sex	Number	Percentage	Number	Percentage
Female	79	47.3	95	68.3
Male	88	52.7	44	31.7
Total	167	100.0	139	100.0

Table-seven, which presents a numerical and percentage breakdown by sex of the entire sample, indicated that there were more female students than male students.

However, table eight shows that within each sub-group the number of males was greater than the number of females for the Non-English students, while the number of females exceeded the number of males for the Native Born students.

TABLE 9

NUMERICAL AND PERCENTAGE BREAKDOWN

BY MARITAL STATUS OF TOTAL SAMPLE

	Total Sample		Non-English Students		Native Born Students	
Marital Status	Number	Percentage	Number	Percentage	Number	Percentage
Married	216	70.6	104	34.0	112	36.6
*Single	88	28.8	62	20.3	26	8.5
No Response	2	0.7	1	0.3	1	0.3
Total	306	100.1	167	54.6	139	45.4

TABLE 10

NUMERICAL AND PERCENTAGE BREAKDOWN

OF NON-ENGLISH AND NATIVE BORN STUDENTS

AS COMPARED TO EACH SUB-GROUP

	Non-English Students		Native Born Students	
Married Status	Number	Percentage	Number	Percentage
Married	104	62.3	112	80.6
*Single	62	37.1	26	18.7
No Response	1	0.6	1	0.7
Total	167	100.0	139	100.0

Table nine and table ten show that a substantial number of students in the sample were married (70.6%), with a larger proportion of Native Born students married (80.6%) than Non-English students (62.3%).

*The category "single" include persons who are not married, also are widowed or divorced.

TABLE 11

NUMERICAL AND PERCENTAGE BREKDOWN OF THE NUMBER OF HOURS STUDENTS ATTENDED THE PROGRAM FOR TOTAL SAMPLE

Total Sample			Non-English Students		Native Born Students	
Number of Hours	Number	Percentage	Number	Percentage	Number	Percentage
1-49	187	61.1	105	34.3	82	26.8
50-99	70	22.9	42	13.7	28	9.2
100.149	27	8.8	11	3.6	16	5.2
150+	22	7.2	9	2.9	13	4.2
Total	306	100.0	167	54.5	139	45.4

TABLE 12

NUMERICAL AND PERCENTAGE BREAKDOWN OF THE NUMBER OF HOURS NON ENGLISH AND NATIVE BORN STUDENTS ATTENDED THE PROGRAM AS COMPARED TO EACH SUB-GROUP

Non-English Students			Native Born Students	
Number of Hours	Number	Percentage	Number	Percentage
1-49	105	62.6	82	58.9
50-99	42	25.1	28	20.1
100-149	11	6.6	16	11.5
150+	9	5.4	13	9.4
Total	167	99.9	139	99.9

Table eleven and table twelve, clearly indicate that the largest percentage of students who discontinued attendance in the program, attended between 0-49 hours. This is of interest in a consideration of future emphasis to encourage students to remain in the program, which will be discussed in further detail in the concluding section of this study.

TABLE 13

NUMERICAL AND PERCENTAGE BREAKDOWN

BY INSTRUCTIONAL LEVEL OF THE TOTAL SAMPLE

	Total Sample		Non-English Students		Native Born Students	
Instructional Level	Number	Percentage	Number	Percentage	Number	Percentage
Non-English	76	24.8	70	22.9	6*	2.0
Basic(equivalent grade 1&2)	77	25.2	56	18.3	21	6.9
Primary (grade 3 & 4)	47	15.4	13	4.2	34	11.1
Intermediate (grade 5 & 6)	42	13.7	13	4.2	29	9.5
Advanced (grade 7 & 8)	18	5.8	5	1.6	13	4.2
Mixed	46	15.0	10	3.3	36	11.8
Total	306	99.9	167	54.5	139	45.5

TABLE 14

NUMERICAL AND PERCENTAGE BREAKDOWN

BY INSTRUCTIONAL LEVEL OF NON-ENGLISH STUDENTS

AND NATIVE BORN STUDENTS AS COMPARED TO EACH SUB-GROUP

	Non-English Students		Native Born Students	
Instructional Level	Number	Percentage	Number	Percentage
Non-English	70	41.9	6*	4.3
Basic (Equivalent grade 1 & 2)	56	33.5	21	15.1
Primary (grade3 & 4)	13	7.8	34	24.5
Intermediate (grade 5 & 6	13	7.8	29	20.9
Advance (grade 7 & 8	5	3.0	13	9.4
Mixed	10	6.0	36	25.8
Total	167	100.0	139	100.0

* A note of explanation regarding the figure of six Native Born students registered in a Non-English class, indicated in Table 13: These students were classified as Negro by their teachers who had disregarded the rule that Spanish-speaking students are to be classified as white regardless of skin color. In actuality, these six students were Spanish-speaking and placed in their proper class of instruction.

Table 13, indicated that the largest percentage of students in the entire sample who left the program were in the lowest instructional levels. However, a glance at the breakdown for each sub-group (table 13) shows that while the Non-English students who left were in the beginning classes, the largest number of Native Born students who left were in the primary classes (grades 3 & 4).

TABLE 15

NUMERICAL AND PERCENTAGE BREAKDOWN

OF THE METHOD OF RECRUITMENT FOR TOTAL

SAMPLE CONTACTED

Method	Total Sample Number	Total Sample Percentage	Non-English Students Number	Non-English Students Percentage	Native Born Student Number	Native Born Student Percentage
Word of Mouth *	104	52.6	50	25.3	54	27.3
Recruiter Aide **	0	0	0	0	0	0
Advertisement	60	30.3	25	12.6	35	17.7
Teacher-in-Charge	1	015	0	0	1	0.5
Other	19	9.6	12	6.1	7	3.5
No Response	14	7.1	10	5.1	4	2.0
Total	198***	100.1	97	49.1	101	51.0

TABLE 16

NUMERICAL AND PERCENTAGE BREAKDOWN

OF METHOD OF RECRUITMENT FOR NON-ENGLISH

AND NATIVE BORN STUDENTS CONTACTED

AS COMPARED TO EACH SUB-GROUP

	Non-English Students		Native Born Students	
Method	Number	Percentage	Number	Percentage
Word of Mouth	50	51.5	54	53.5
Recruiter Aide	0	0	0	0
Advertisement	25	25.9	35	34.6
Teacher-in-Charge	0	0	1	1.0
Other	12	12.4	7	6.9
No Response	10	10.3	4	4.0
Total	97	100.1	101	100.0

* Word - of - mouth is defined as having heard about the program verbally from non-professional sources i.e. neighbors, friends, relatives etc.

** Recruiter aides were not employed in the program during this period, having been discontinued in February 1966.

*** The figure of 198, represents a multiple response in four cases. Four students gave two answers to method of recruitment, therefore the number of responses was given as the total(198) rather than the number of students (194).

According to the data in table 15, and in table 16, the most widely used method of recruitment for the entire sample was that of word-of-mouth (52.6%). In the sub-groups, approximately the same pe1 antages applied.

The second most popular method of recruitment was that of advertisement in the form of flyers (30.3%)

TABLE 17

NUMERICAL AND PERCENTAGE BREAKDOWN

OF REASONS GIVEN FOR NON-ATTENDANCE

FOR TOTAL SAMPLE CONTACTED

Reasons	Total Sample		Non-English Students		Native Born Students	
	Number	Percentage	Number	Percentage	Number	Percentage
1. Work Schedule	91	39.9	44	19.3	47	20.6
2. Domestic Problems	43	18.9	17	7.5	26	11.4
3. Poor Health	34	14.9	15	6.6	19	8.3
4. Other **	27	11.8	14	6.1	13	5.7
5. Enrolled in Another Program	9	3.9	4	1.8	5	2.2
6. Program Did Not Meet Needs	5	2.2	2	0.9	3	1.3
7. Employed	5	2.2	1	0.4	4	1.8
8. Lost Interest	5	2.2	2	0.9	3	1.3
9. Aged	3	1.3	1	0.4	2	0.9
10. Moved*	3*	1.3	3*	1.3	0	0
11. No Response	3	1.3	1	0.4	2	0.9
Total	228	99.9	104	45.6	124	54.4

TABLE 18

NUMERICAL AND PERCENTAGE BREAKDOWN

OF REASONS GIVEN FOR NON-ATTENDANCE FOR

NON-ENGLISH AND NATIVE BORN STUDENTS

CONTACTED AS COMPARED TO EACH SUB-GROUP

Reasons	Non-English Students		Native Born Students	
	Number	Percentage	Number	Percentage
1. Work Schedule	44	42.3	47	37.9
2. Domestic Problems	17	16.3	26	21.0
3. Poor Health	15	14.4	19	15.3
4. Other	14	13.5	13	10.5
5. Enrolled in Another Program	4	3.8	5	4.0
6. Program Did Not Meet Needs	2	1.9	3	2.4
7. Employed	1	1.0	4	3.2
8. Lost Interest	2	1.9	3	2.4
9. Aged	1	1.0	2	1.6
10. Moved	3	2.9	0	0
11. No Response	1	1.0	2	1.6
Total	104	100.0	124	99.9

The reasons for discontinuing attendance in the program are listed descending order for the entire sample in table 17.

*At first glance the major reason for non-attendance in the program would seem to be changes in work schedules (39.9%). Actually the largest number of students left the program because they changed their residence. Table four (see page six above) indicated that 87 persons (28.4% of total sample; 77% of the sample composed of students who could not be contacted) moved. In addition three persons moved, who responded to the questionnaire by mail, bringing the total to 90 students. Therefore, the figure of three persons for the "moved" reason, which only represents the sample contacted, does not indicate the true size of the number of students in the total sample who moved (90).

**The following reasons are included in the category "other":

Bad weather . . . . . 7 students

Refusal to travel at night . , , ... 5 students

Discontinued classes due to travel . . . . . 4 students

Schools too far from home . . . . . .3 students

Busy with other activities . . . . . 3 students

"No Time" . . . . . 3 students

"Reading makes student sleepy" . . . . . .1 student

"Arguments with classmates" . . . . . 1 student

All reasons given by the students for discontinuance in the program, except "Lost Interest" and Program did not meet needs" (4.4%) indicated that the students left the program because of factors beyond the control of the program.

While table 18, indicated some differences in the figures for each sub-group, the breakdown for reasons show no significant difference as compared to the total sample.

TABLE 19

NUMERICAL AND PERCENTAGE BREAKDOWN

OF DECISIONS GIVEN BY STUDENTS REGARDING

RETURN TO PROGRAM FOR TOTAL SAMPLE CONTACTED

	Total Sample		Non-Englsih Student		Native Born Students	
Decision	Number	Percentage	Number	Percentage	Number	Percentage
Yes	76	39.2	30	15.5	46	23.7
Maybe	67	34.5	37	19.1	30	15.5
No	47	24.2	25	12.9	0	0
No Response	4	2.1	4	2.1	0	0
Total	194	100.0	96	49.6	98	50.5

TABLE 20

NUMERICAL AND PERCENTAGE BREAKDOWN

OF DECISIONS GIVEN BY STUDENTS REGARDING

RETURN TO PROGRAM AS COMPARED TO EACH SUB-GROUP

	Non-English Students		Native Born Students	
Decision	Number	Percentage	Number	Percentage
Yes	30	31.3	46	46.9
Maybe	37	38.5	30	30.6
No	25	26.0	22	22.4
No Response	4	4.2	0	0
Total	96	100.0	98	99.9

Table 19 indicates that the decisions whether or not to return to the program are almost evenly divided between yes (39.2%) and maybe (34.5%) for the entire sample.

Table 20 giving the Numerical and Percentage Breakdown for each sub-group shows that more Native Born students responded "yes" (46.9%) regarding their decision to return than did Non-English students (31.3%). This fact is substantiated by table 19.

DATA SUBMITTED BY STATE DEPARTMENT OF EDUCATION, ALBANY, N.Y. RE:

BREAKDOWN OF 306 STUDENTS SAMPLED FROM 1530 1965-66 STUDENT REGISTRATION FORMS

(1 out of 5) WHO COMPLETED 600 HOUR COURSE OF STUDY

TABLE 21

Age	Number	%
18-19	37	12.1
20-24	42	13.7
25-29	70	22.9
Sub Total	149	48.7
30-34	64	20.9
35-39	25	8.2
Sub Total	89	29.1
40-44	22	7.2
45-49	16	5.2
Sub Total	38	12.4
50-54	14	4.6
55-59	7	2.3
Sub Total	21	6.9
60 +	9	2.9
Grand Total	306	100.0

Sex	Number	%
Male	134	43.8
Female	172	56.2
Total	306	100.0

Marital Status	Number	%
Married	234	76.5
Single	72	23.5
Total	306	100.0

It was felt that a presentation of data re: age, sex, and marital status for students who completed 200 hours of instruction in the program would be of interest.

This data might be of value as a basis of comparison of these variables for the two populations which were researched, namely:

1) The sample of students who discontinued attendance, and
2) A sample of students who completed their 200 hours course of study.

In table 21, the following information was obtained from the State Department of Education, Albany, N.Y.:

Age - the breakdown in this category indicated that the majority of the 306 students sampled who completed 200 hours of class instruction falls into the 18-29 year age group. The next larger group fell into the 30-39 year category. It will be recalled that table five indicated that the largest number of students who discontinued attendance fell into the age group 30-39 years of age for the entire sample. The second largest category was 18-29 years of age.

Sex - the figures show that a larger number of females (56.2%) than males (43.8%) composed the sample that completed the 200 hours of instruction. It is of interest to note, that table seven indicates that the breakdown according to sex for the entire sample which discontinued attendance is virtually indentical (56.9%) females; 43.2% males).

Marital Status - Table 21 indicates that a substantially larger number of students who completed 200 hours of attendance were married (76.5%) than were single (23.5%)

Table nine it can be recalled, shows a similar pattern of distribution - 70.6% of the total sample were married, while 28.8% were single, for the students who discontinued attendance in the program.

Conclusion

A portrait of what might be termed an "average" or "typical" student who discontinued attendance in the program, as drawn from the data presented in the tables above, is as follows:

This student would be married, between 30 and 39 years of age. He attended the program for less than 50 hours. He was in a beginning class if he was Spanish Speaking, (Non-English) and a primary class (grades 3,4) if he was Native-born. He was recruited by word -of-mouth, left the program due to his work schedule and hopes to return.

From this composite picture our attention is called to certain considerations. The students upon whom this investigation was focused, were in a productive age group. This would emphasize the importance of completing a program of basic education for students who still have many economically productive years ahead. An interesting point for speculation is the fact that the aample submitted by State Education Department for students who completed the course of study (see Table 21) indicated that they were in a younger age category (18-29 years) than these who left the program.

Several factors which might be considered in an analysis of this situation are:

1) The home responsibilities might be less pressing for the younger person.
2) The younger person might more easily re-adapt to a school situation since he had attended school more recently.
3) The younger person might have more stick-to-it-tiveness and and motivation to think in terms of long-range future goals.

This area might be caluable for further study and investigation.

Figures for both the sample of the students who discontinued attendance and the sample the students who completed the program showed a preponderance of married students. 69% of the male students who left the program in the entire sample studies, were married. The importance of upgrading the educational level of these students is evident in their roles as heads of families with economic responsibilities.

The fact that the students who left the program, did so within the first 50 hours of attendance may be taken an indication of the importance of providing a positive school experience from the first class meeting. The figures in table 11 and table 12, indicate that the rate of discontinued attendance drop as hours in the program increase. This was true of both the Non-English students and Native Born students. This further emphasizes the necessity for helping the student to "survive" the initial period of attendance in the program.

The fact that the majority of students who left the program were in classes of low instructional level points out the importance of paying particular attention to meeting the needs of these beginning students. It should be noticed here however, that most of the reasons given for leaving the program (as shown in table 17 and table 18) are due to factors outside the scope of the program. If a husband is hopitalized; if a family must move because the son is being "beaten up" by neighborhood boys; if a working schedule was changed to 5:00 A.M. - these reasons cannot be attributed to factors in the program.

A small percentage (4.4%) of students interviewed, did indicate reasons which do fall within the responsibility of the program which would re-affirm the necessity for constant evaluation of the ongoing program in terms of students needs.

Those familiar with interviewing techniques have noticed that in any face-toface interview situation the nature of the responses may be influenced by the personal interaction between interviewer and respondent. In an analysis of the data presented here, it might be well to keep in mind that the Native Born students have identified more readily and established a more positive relationship in the interview with the interviewer (who was non-Spanish speaking) than did the Non-English student. For example, table 17 shows more Native Born students admitted having domestic problems. It might be considered that a possible reluctance on the part of Non-English students to divulge personal matters would be based on the above factor.

As indicated in the composite picture, the method of recruitment most often given was word-of-mouth. A student who is sucessfully involved in the program may be one of the best sources of public relations and recruitment. This might be considered · future planning. The correlation between method of recruitment and rate of discontinuance of attendance might be an interesting area for future investigation.

Most students indicated a positive desire to return to the program. A follow-up study would be of value to determine the actual number of students who do return after a prolonged absence.

Recommendations

Professional educators who are concerned with meeting the needs of the undereducated adults in the nation realize that while the individual needs and problems of each student vary and cannot in every case be sucessfull answered - it behooves the administrative and teaching staffs of current programs to try to assess where and why the programs are succedding in retaining the student body as well as where and why they are losing students.

As stated in the introduction, this study of students who left the program was focused on two main areas, namely:

1) Classification of personal data

2) Survey of reasons for discontinuing attendance

Additional in-depth investigation would be necessary before a definitive analysis of the cause of and solutions to the problems of discontinued attendance could be undertaken.

However, within the scope and confines fo this study, certain approaches suggest themselves for future consideration as follows:

Procedures

1) Each student should be provided with a directory of classes.

This would serve a two-fold purpose:

a - As shown by this study, word-of-mouth seems to be as important recruitment technique and directory would serve as a ready reference for students recommending classes to others.

b - The factor of mobility has been shown to be a major one, 29.2% of the entire sample having moved from their original address. If a student moves he can easily locate a convenient school to continue his studies.

In addition it is recommended that each student be issued an identification card to show he is a bonafide enrollee in the program. If he is changing his residence, a letter of introduction which can be presented to the new teacher should be given to the student. It is hoped that these steps would encourage students to continue their studies and facilitate their transfer to a new school when moving to a new community.

2) At registration period it would be helpful if a specific apartment number and telephone number where students can be reached could be obtained to facilitate personal communications with the students. This could be followed-up by a periodic check to determine the accuracy of each student's address and telephone number.

3) For Purpose of "follow-up" in the case of prolonged, and/or unexplained absence from class it is recommended that a letter be sent in lieu of a postcard as a letter affords the recipient more dignity and privacy. In addition the enclosure of a self-addressed, stamped envelope might encourage a speedy reply to the school. The importance of immediate, effective "follow-up" procedures cannot be over-emphasized. It might be helpful to apprise the students that a "follow-up" contact will be made in cases of unexplained absence, presented not as a threat, but as an indication of interest and concern on the part of the teacher.

Student-Staff Relationships

While it has been stated above, that most of the reasons given for leaving the program did not lie within the scope of the program, nevertheless it is felt that the need to keep the students involved as a participating class member from the first hour, has been emphasized by the data which indicated most of those students who leave the program do so with less than 50 hours of attendance. This has implications for both the areas of student-staff relationships and effective well-presented curriculum.

Communication is essential between students and professional staff. The articulation of their needs by the students can be encouraged or stifled by teachers and guidance counselors, The extent to which positive, inter-personal relationships can be built and maintained may determine whether the student leaves or stays with the program. The adult student is a voluntary one. He is not a captive audience - and the burden placed upon the staff is to meet his needs, psychologically as well as academically, If the tone of the school setting can be condusive to a dignified adult interchange with an awareness on the part of the teacher of the multi-dimensional facets of the needs of the undereducated, socio-economically handicapped students, then the incidence of discontinuation of attendance might hopefully be decreased. As has been pointed out in the fundamental concepts of the Guidance Program, "Guiding the Undereducated" the following essential concepts -- must be recongnized — "

An understanding and appreciation of their needs and of the ego-protecting devices which adults use to conceal their educational deficiencies. An understanding of the importance of permitting these devices to remain intact until they can gradually be replaced by genuine success feeling

Not only must the curriculum be geared to meet the academic deficiencies of the students, but the type of presentation made by the teacher is of utmost importance.

The fact that most of the reasons given in this study for discontinuance of attendance were concerned with factors out of the scope of the program, points out the possibility of expanding guidance services to further assist the students to fully utilize community resources in their endeavor to achieve stable, productive lives. Effective referrals to other agencies might alleviate some of the problems plaguing the residents of the poverty areas, which would permit them to return to class.

The fact of student non-completion in the program must have a multilateral approach:

1) Preventively - what can be done to deter potential discontinuation of attendance?

2) Follow-up - what can be done to encourage the return of the student who has left the program?

The positive results being achieved in the Adult Education Act of 1966 Title III Program which are documented by the numbers of students in active attendance will, it is to be hoped, be extended even further by future planning which will take cognizance of factors contributing to the incidence of student non-completion of the program.

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